

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Program/County: Adair County Adult Education Program/Adair	Director: Mary Ann Branham

Title: "Charge It!"	Content area: Reading
Length of lesson: 45 minutes	NRS Level (s): Low Intermediate Level 3 and High Intermediate ABE Level 4
Standard(s)	

<p>Lesson Objectives</p> <p>Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy</p>	<p style="text-align: center;">At the end of this lesson, students will be able to:</p> <p>Use prior knowledge and prediction to complete a Directed Reading/Thinking Activity.</p> <p>Show improvement in writing complete sentences.</p> <p>Complete a cloze procedure to illustrate enhancement in vocabulary skills.</p>
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Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>How may you use a cloze procedure to understand vocabulary words? What can you learn from using the DR/TA comprehension tool?</p>	<p>The means of assessment and check for understanding will be:</p> <p>Complete a cloze procedure using context clues from the passage. Complete a DR/TA from the story Write complete sentences</p>
Pre-teaching	<ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? 	<p>The objectives of the lesson will be written out on a marker board for the students. I will explain that we are going to apply a strategy to improve comprehension skills, enhance vocabulary skills, and incorporate writing skills.</p> <p>I will make a connection and draw on prior knowledge by asking the students these questions: Have you ever bought now and paid later? Do you have a credit card? Have you ever bought a car, clothes, or household items on an installment plan?</p> <p>These strategies will help the students improve the areas, "words in context" and "construct meaning" on the TABE as well as be beneficial for the GED Reading and Writing tests. The selected text is life skill material that most of the general population will encounter during their lifetime.</p>

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? 	<p>I will instruct the students to turn to Unit 5, “Using Credit” in <u>Reading For Today Book 6</u>. I will read the title of the story, “Charge It”, and instruct the students to look at the picture and survey the text. The students will use the reading strategies “activating prior knowledge” and “prediction” to answer the discussion questions.</p> <p>I will describe the <u>first</u> strategy we will use to build comprehension skills, the DR/TA. It encourages active reading through activation of prior knowledge, predicting, and checking the accuracy of predictions. I will read and explain each of the three steps on how to use the tool. Then, I will model the first question, “What I know I know”, by answering it for the students.</p> <p>This activity will also improve the students’ writing skills because it incorporates sentence structure, grammar skills, and paragraph development. I will stress that it is very important to write answers in the form of complete sentences by including a subject, verb and an object.</p> <p>The students will then receive guided practice for the next two questions on the DR/TA. Before continuing the DR/TA, we will read the story aloud, so the students can complete the last question on the DR/TA.</p> <p>I will ask the students to share the answers aloud to make sure understanding is taking place. I will also check for complete sentences. I will give feedback on the responses.</p> <p>The <u>second</u> strategy we will learn about will be used to help build vocabulary skills. I will introduce the vocabulary words from the story by pronouncing them. I will then introduce and explain a cloze procedure to the students by reading the steps of the process.</p> <p>The purpose of this procedure is to encourage the students to use background knowledge and meaning/grammar cues to predict a word, so the students can enhance meanings of words. Next, I will provide an example of a completed cloze procedure for the students to see. Then, I will model the first two blanks in the cloze procedure using context clues for the student.</p> <p>Finally, the students will be asked to complete the remainder of the cloze procedure with my guidance as needed. Based upon the responses, I will know if the students understand the new concept. I will give the students feedback on the answers.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<p>Ask students to complete a cloze procedure from <u>Building Strategies for GED Success Language Arts, Reading</u>. Allow students to choose a story from <u>Challenger Book 6</u> and complete a Directed Reading/Think Activity from the story. This activity will incorporate writing skills as well.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<p>I will check students independent practice work.</p> <p>I will summarize the topics covered during the lesson. I will provide an opportunity for the student to express feelings about the learning content of the lesson.</p> <p>What did you like? What didn't you like? What did you learn? What questions do you still have?</p>
Text and Materials	<ul style="list-style-type: none"> Authentic Based on students interests and goals 	<p><u>Reading For Today Book 6</u> (pages 72-82)</p> <p>Steps in completing a Directed Reading/Thinking Activity</p> <p>Directed Reading/Thinking Activity</p> <p>Steps in completing a cloze procedure</p> <p>Cloze procedure</p>
How learning can be extended at home?		<p>Ask students to choose an informational text from <u>Challenger Book 6</u> with new vocabulary words in it. Ask students to complete a cloze procedure and a DR/TA from the story.</p>

Key vocabulary	accurate, establish, installment, obligation, reference, notify, qualify, previous, Directed Reading/Thinking Activity, cloze procedure
Use of technology (if appropriate)	freerice.com vocabulary.com